

## CREATIVE APPROACH TO STUDYING A FOREIGN LANGUAGE GRAMMAR IN VOCATIONAL EDUCATION

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### Abstract

This article reveals the ways of a creative approach to the study of the grammar of a foreign language in professionally oriented education. A feature of such a grammar is the thoughtful selection of linguistic means organized according to the functional-semantic principle (ways of expressing attributive, adverbial and other meanings).

**Keywords:** specialists, program, approaches, creativity, language tools.

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The Next Generation Training Program is currently implementing reforms that help build the capacity of national staff. Future specialists are considered as active subjects of the learning process, who have a sense of personal responsibility for their educational and professional development. Qualitative changes in the nature of international relations of our Republic and their expansion, the internationalization of all spheres of public life makes the study and knowledge of a foreign language an urgent need for practical and intellectual activity of a person. This circumstance becomes a significant factor in the socio-economic, scientific, technical and general cultural progress of society and a significant way of international integration.

The problem of increasing the effectiveness of teaching is one of the central problems in the modern methodology of teaching the Russian language. But the question remains open: is grammar needed at all in the Russian language classes in groups with the Uzbek language of instruction, if necessary, then to what extent.

The history of teaching foreign languages in different periods has experienced diametrically opposed views on this problem. So, for example, the direct method completely excluded grammar: students memorized ready-made models, individual phrases; the so-called grammar-translation method recommended a solid assimilation of grammatical material. At the same time, students memorized the rules well, performing mechanical exercises, they could not use the studied forms in speech.

The point is probably that the communicatively-oriented method is aimed at the formation and development of communicative competence in the main types of speech activity, and in the system of competencies the formation of language competence is not given the first place, meanwhile, speech communicative, intercultural and sociocultural competencies cannot be formed and developed without learning grammatical material.

Knowledge of grammatical forms and possession of them is the basis for the development of speech skills. Students should master the language means, the rules for operating them. In this case, they, freely orienting themselves in grammatical rules, are confidently included in verbal communication.

In our opinion, at present it is necessary to resolve the question of what grammar should be; what material should be selected; how it will be organized; what system of grammatical exercises can ensure the implementation of communicative tasks.

The researchers proposed to create a pedagogical grammar, in which the content and organization of the material should correspond to the goals and objectives of language teaching.

Grammar, offering purely theoretical information, should be teaching.

A feature of such a grammar is the thoughtful selection of linguistic means organized according to the functional-semantic principle (ways of expressing attributive, adverbial and other meanings). The selected material should reflect both oral and written forms of speech that are relevant for a certain group of students in the field of communication. This will help when learning the rules to move on to using the language; the study of the Russian language in national groups will be more effective if there are correspondences and inconsistencies between the systems of the studied and the native language.

In addition, if pedagogical grammar is the language base for the development of speech skills, it must include a sufficient number of diverse situations.

When developing a methodology for teaching grammatical material, it is necessary to keep in mind, first of all, the features of speech activity.

The intensification of teaching the Russian language involves the use of modern forms and means of teaching. Grammar is studied in the process of communication in a language: the student first masters and memorizes words, expressions, language formulas, and only then begins to understand what they are in the sense of grammar.

It is necessary to make the process of mastering the grammatical side of speech interesting, productive and creative. At the same time, grammar should have a communicative and functional orientation, for this it is necessary to use methods of working on grammatical material that allow you to avoid monotonous, mechanical training in the classroom. One such technique is the use of creative tasks. There are 5 main phases when using creative grammar in the process of teaching Russian as a non-native language:

1. introduction and definition of thematic focus;
2. presentation and reconstruction of the model text;
3. creating your own text;
4. presentation of own text and exchange of opinions;
5. consolidation of the necessary grammatical structures.

In the first phase, students are introduced to the grammatical structure that they must practice. The activities proposed in this phase have the following objectives:

- ✓ introduction to foreign language speech;
- ✓ stimulation of interest in the topic on which the model text is based;
- ✓ activation of existing lexical knowledge of students and the possible acquisition of new vocabulary.

The second phase is the presentation and reconstruction of the model text. In this phase, students are introduced to the text. This is a short text that presents a form of grammatical structure that needs to be reinforced. The volume and degree of complexity of tasks may vary depending on the purpose and stage of training.

The third phase, writing their own texts, involves the creative activity of students, as they are invited to write their own texts based on the proposed text. Students must compose their texts in writing, since it is much easier to show creativity when writing than when speaking. Moreover, writing involves more concentration because students have time to think more carefully and correct what they have written.

In the fourth phase, the presentation of one's own text and the mutual exchange of opinions about each other's work is carried out. After writing the texts, students should be given the opportunity to familiarize themselves with the content of the work of their classmates. An important role in this type of activity is played by the skills of public speaking of students, their ability to effectively and expediently use verbal and non-verbal means of communication. The presentation of texts can be carried out not

only by playing them aloud, but also by organizing exhibitions of student works, which gives students the opportunity to critically evaluate their own works and analyze their progress in this type of activity.

The fifth phase is aimed at fixing the necessary grammatical structures in the long-term memory of students. Each word represents a specific thing or concept in life. This means that the more vocabulary a person has, the deeper a person knows the language, the richer his inner, spiritual world will be. Language as a form of national culture perpetuates the fruits and spiritual riches of thought in time and space. They always demand each other, help each other to live and develop. Thinking is unique to humans. It is connected with the labor and speech activity of a person. Human thinking arises through speech, and its results are recorded in language. This means that the result of the thinking process is always an idea, which is expressed through the language in the form of concepts, judgments, conclusions, the language implements the idea, allows people to exchange ideas. This phase contributes to memorizing one's own text by heart in order to automate the use of grammatical skills and abilities by repeatedly repeating individual sentences and the entire text as a whole. For scientific memorization, associative thinking should be stimulated by drawing parallels among students with various kinds of pictures, sounds, smells and kinesthetic sensations. Thus, memorization will be carried out not mechanically, but on the basis of and in cooperation with associative thinking, audio and visual perception of students.

Summing up the above, it can be noted that the experience of working with creative grammar has been proven to be effective in students' understanding of the basic principles of the formation of the grammatical structure of the Russian language, successful mastering or practical skills in mastering grammatical material. A lively and fascinating presentation of grammatical material, focused on the personality of the student, awakens emotions, increases motivation to learn the Russian language. The educational process, built on the mutual use of innovative technologies, contributes to the development of creative thinking of both teachers and students who are capable of competing in science and in the labor market. In other words, the forms and methods of teaching languages today constitute a fundamentally new way of thinking, focused on the qualitative conditions of human life, orienting, promising values of society that determine the environment, as well as the intellectual image of a person.

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